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ABSTRACT

During 1973-74 school year, the Nassau N.Y. Board of Cooperative Educational Services experimented with a Career Resource Center at one area neighborhood center. In 10 months this Career Resource Center served 3, 132 students and 387 professional staff, and developed and experimented with four model programs in career counseling and guidance. The central project objective was to integrate the Career Resource Center concept into everyday pupil personnel services at one area center. Other objectives were: (1) to utilize a combination of group orientation, group counseling, aptitude testing and multimedia approaches to career education; (2) to demonstrate effective career counseling techniques to school staffs; and (3) to provide service to junior and senior high students including disadvantaged, handicapped and potential dropouts. Model programs described include counseling, career exploration, employability training, and decision making skills. Audio-visual, career guidance, and psychological test materials were available at this center for use by students and counselors. (GMF)

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FINAL REPORT

CAREER RESOURCE CENTER AT NASSAU BOCES SOUTHWEST AREA CENTER

VEA PROJECT #CO-74-8e-867

Prepared By: Marjori Brusasco, Ph.D.
June 30, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 010 132

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INTRODUCTION

During 1973-74 school year Nassau BOCES experimented with a Career Resource Center at one area center. In ten months this Career Resource Center served 3,132 students and 387 professional staff and developed and experimented with four model programs in career counseling and guidance appropriate for a BOCES operation. Since it was set up as a pilot program it did not, during its first year of existence, become an integral part of pupil services. Therefore, funding was requested to experiment for one school year, September - June, 1974-75 to integrate a new Career Resource Center with every day pupil services activities at another area center which serves 1,000 students and 13 districts. Funding was received for half time of a counselor for a year. Because of unanticipated delays in opening the new building where the Career Resource Center was to be located, it was decided to assign a counselor full time for the second half of the year. Ther fore though the media specialist began work in the project in the fal! the guidance counselor operated with students for five months February - June 1975.

Objectives

The central project objective was to integrate the Career Resource Center concept into every day pupil personnel services operation at one area center. Other objectives were to:

1. Utilize combination of group orientation, group counseling, aptitude testing and multi-media approaches and hands-on-experience in BOCES shops to provide professioanl quality career counseling to students with maximum cost effectiveness.

2. Demonstrate effective career counseling techniques to home schools in districts served by this area center.

3. Provide service to BOCES students including disadvantaged, handicapped and potential dropouts.

The model programs for experimentation are described on the following page.

BOCES CENTERS

PROCESS AND STAFFING
CAREER COUNSELING MODEL PROGRAMS

MODEL PROGRAM 1: *Special Needs*

Involves assessment of the counselor that youngster has problems that preclude understanding process of career exploration leading to crystallization.

Behavioral Objectives

Acceptance of need for specialized or other help prior to undertaking career decision making.

Outcomes

May return to home school or be referred to Special Education or may decide to leave school for Job Corps or Army, or may be referred to work experience for job placement.

MODEL PROGRAM 2: *Career Exploration*

Behavioral Objectives

1A. (Learn) there are different kinds of work.

1B. (Learn) Become aware of possibility of choosing, and understand that factors other than fantasy/interest are involved in making a choice.

2. Relate to self.

Experience how several kinds of work feel.

Act. Make a choice for short term exploratory experiences.

Outcomes

Ready for crystallization.

MODEL PROGRAM 3: *Crystallization (for readers 6 grade level)*

Behavioral Objectives

1. Learn 4 factors involved in choice: Interests, Ability, Demand, Values.

2. Relate each element to self: Interest Ability Testing, State own values. Check occupation to see if in line with interests/abilities/values.

3. Act. Make a choice based on consideration of own interests, abilities, values.

Outcomes

Ready for specification.

MODEL PROGRAM 4: *Occupational Assessment*

Has same objectives but uses different instruments appropriate to non-readers. Singer Evaluations

MODEL PROGRAM 5: *Post-BOCES Career Planning*

Behavioral Objectives

1. Learn options open to BOCES graduates.

2. Relate to self. May involve activities of Model 3 if student wishes to consider a new field of training or work.

Outcomes

Specify Post-BOCES training or make other plan.

MODEL PROGRAM 8:*

Personal Adjustment For students who have problems such as attendance

**Model 7 and 8 Developed during project*

BOCES CENTERS

PROCESS AND STAFFING

CAREER COUNSELING MODEL PROGRAMS

EL PROGRAM 2:
eer Exploration

avioral Objectives

(Learn) there are different kinds of work.

(Learn) Become aware of possibility of choosing, and understand that factors other than fantasy/interest are involved in making a choice.

Relate to self.

Experience how several kinds of work feel.

Act. Make a choice for short term exploratory experiences.

comes

Ready for crystallization.

MODEL PROGRAM 3:
Crystallization (for readers 6 grade level)

Behavioral Objectives

1. *Learn 4 factors involved in choice: Interests, Ability, Demand, Values.*
2. *Relate each element to self: Interest Ability Testing, State own values. Check occupation to see if in line with interests/abilities/values.*
3. *Act. Make a choice based on consideration of own interests, abilities, values.*

Outcomes

Ready for specification.

MODEL PROGRAM 4:
Occupational Assessment

Has same objectives but uses different instruments appropriate to non-readers. Singer Evaluations

MODEL PROGRAM 5:
Post-BOCES Career Planning

Behavioral Objectives

1. *Learn options open to BOCES graduates.*
2. *Relate to self. May involve activities of Model 3 if student wishes to consider a new field of training or work.*

Outcomes

Specify Post-BOCES training or make other plan.

*MODEL PROGRAM 8:**

Personal Adjustment For students who have problems such as attendance

MODEL PROGRAM 6:
Pre-BOCES Orientation

Offers -

1/2 day to 3 day program for groups from home schools.

Behavioral Objectives

Increase student's career and self awareness and ability to plan secondary school program.

Outcomes

Specify high school program.

*MODEL PROGRAM 7:**

Employability Training

Behavioral Objectives

1. *Students learn skills necessary to seek and obtain employment.*
2. *Inculcate work attitudes that will increase employability and promote upward mobility.*

* *Developed during project*

Staff involved in this project were:

Francis J. Russo, Supervisor

Marjori Brusasco, Project Officer

Eugene Eskridge, Principal

Mathew Levy, Assistant Principal

Anthony Serro, Senior Pupil Services Counselor

Joseph Elmo, Guidance Counselor

Hannah Edelstein, Media Specialist

Rita Rummelsburg, Guidance Counselor

George Wells, Placement Counselor

Miriam Mendelson, Nurse

The writer of this report wishes to acknowledge the contributions of the project staff - Mr. Joseph Elmo and Ms. Hannah Edelstein, without whose cooperation and input this report could not have been completed. Ms. Theresa Natoli is gratefully acknowledged for her typing of this document.

SECTION I - PROJECT PLANNING

Planning meetings were held on September 24, December 19 and February 9.

The first meeting was attended by the principal, the senior counselor, a guidance counselor from the center, the supervisor of occupational education and the project officer. It was agreed that the Southwest Area Center could supply clerical help to the project, but money would be needed for audio-visual and print materials and equipment. Therefore, on September 25, a request was made to transfer funds for this purpose. (Change approved October 21, 1974.) In view of the fact that the Career Resource Center was to be located in a new building, it was also agreed that no further action could be implemented on project activities until the building opened. In the meantime, the media specialist could begin assembling materials.

At the December 19 meeting, a policy for determining priorities in ordering materials was agreed on by the Southwest Center senior counselor, the media specialist and the project officer. Emphasis was placed on covering the 15 career education clusters and securing materials appropriate for grades 6 - 10.

In January a guidance counselor was selected to work full time on the project for the following five months. On January 9, he met with the senior counselor of Southwest, the guidance counselor, the senior counselor of the Outreach Program, the supervisor of occupational education and the project officer to discuss alternative strategies for program emphasis during the February - June period. It was decided to emphasize pre-BOCES counseling services (Model 6) for students from the districts related to Southwest Area Center, and to offer post-BOCES counseling to BOCES seniors (Model 5). Experimentation with other models would be done as analysis of student and district needs progressed when the Career Resource Center was in action.

The center opened on February 3, 1975. Once the project began operation primary responsibility for implementation was delegated to the senior counselor at the Southwest Center.

Early in February, a meeting was held with faculty of the Southwest Area Center to inform them about how the Career Resource Center could be used for BOCES students.

Orientation for Home School Districts

The chart that follows on page 3 depicts the districts served by Southwest Area Center and lists those related to Southeast Area Center.

Since one of the project objectives involved service to districts for pre-BOCES counseling, the Guidance Advisory Committees of both the Southeast and the Southwest Area Centers were invited to attend meetings in the new facility to learn how they could use it for their students. Both of the meetings (on February 26 and March 13) were well attended - with the following districts represented :

SOUTHWEST CENTER, February 26, 1975

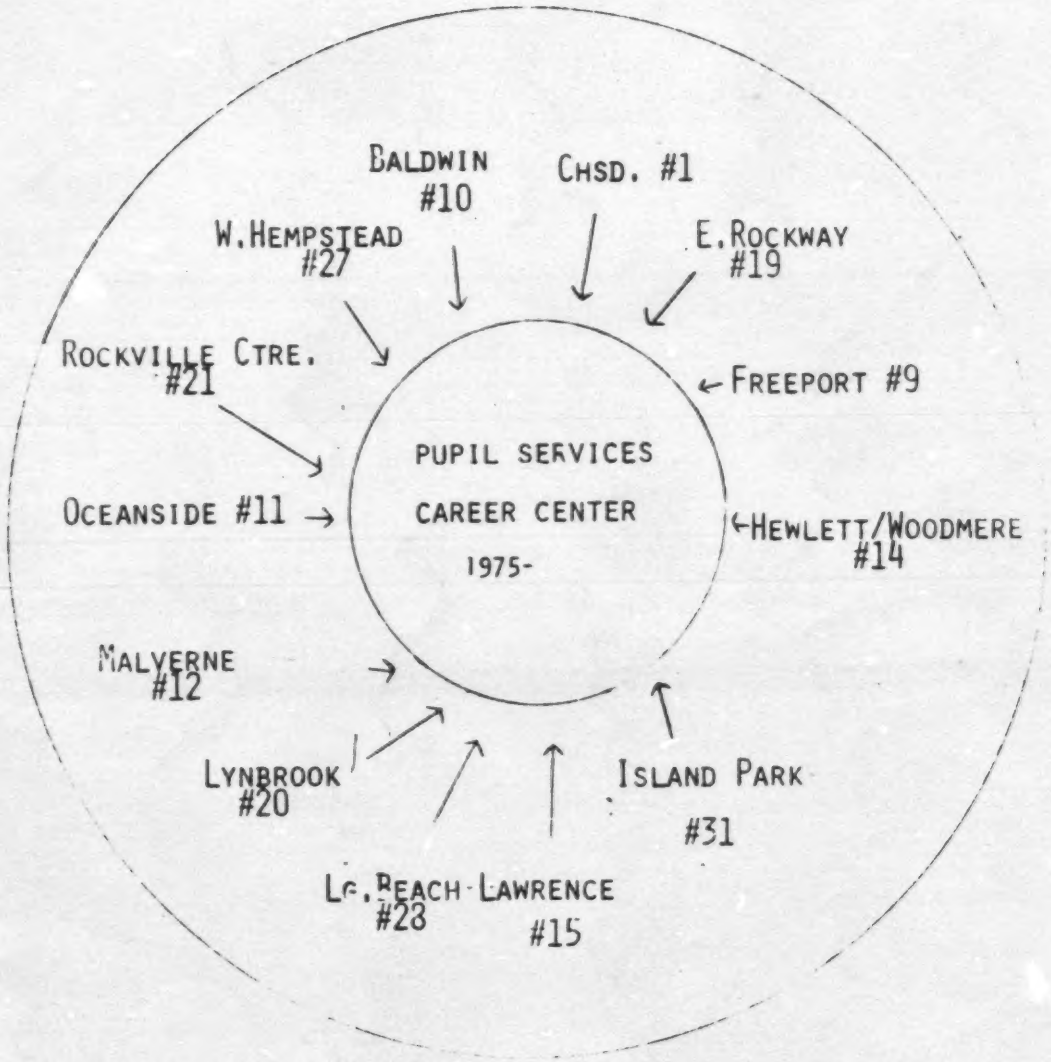
Florence Amer	*Freeport H.S.*
Harold Sperling	*West Hempstead H.S.*
Gloria Bennett	*Malverne H.S.*
Marilyn Flax	*Baldwin H.S.*
Doris Levit	*Baldwin Harbor Jr. H.S.*
Gloria Laudia	*Baldwin Harbor Jr. H.S.*
Sy Madanick	*Hewlett H.S.*
Walter Rooney	*Lynbrook H.S.*
James Tuite	*Baldwin Harbor Jr. H.S.*
F.B. Mumolo	*Southside Jr. H.S.*
Raymond Imbro	*Oceanside H.S.*
Ruth Dubowy	*West Hempstead H.S.*
Joseph Kusel	*East Rockaway H.S.*
Vincent G. Cattano	*Lawrence H.S.*
Glen Shaff	*Baldwin H.S.*
Donald Campbell	*Southside H.S.*
Pearl Young	*Valley Stream South H.S.*
Ronald Wachtel	*Long Beach H.S.*

SOUTHEAST CENTER, March 13, 1975

Ralph Connors	*Plainedge H.S.*
Edward Blaauw	*Plainedge H.S.*
Ann Crowley	*Bellmore/Merrick*
Michael Fabrizio	*East Meadow*
Mr. Condren	*Seaford*

SOUTHWEST AREA CENTER

VEA FUNDED PROJECT 1974-75



SOUTHEAST DISTRICT

Town of Hempstead		*Town of Oyster Bay*
Bellmore/Merrick	*Roosevelt*	*Farmingdale*
East Meadow	*Seaford*	*Massapequa*
Island Trees	*Wantagh*	*Plainedge*
Levittown		

Program will also be provided to south shore districts which are served by the Southeast Area Center.

SECTION II - MEDIA AND EQUIPMENT

Though the media specialist was physically located in the County Center during the fall semester, work on ordering materials for the new Career Resource Center at the Southwest Area Center began as early as September. The occupational file collection was started by requesting free and inexpensive materials. These were organized in relation to the broad categories of the 15 career education clusters.

New audio-visual software was previewed and orders were placed for both hardware and software in November and December so that materials could be on hand when the Career Resource Center would open for students. Thus, in February sufficient software and hardware were on hand to begin programs immediately.

Within the first week, the following audio-visual materials and equipment were delivered and put into working order. An empty room was transformed into a functioning Pupil Services Career Center with the following equipment which should be considered minimal for operating such a center.

- *5 - Howe CT-1 Carrels*
- *5 - Filmstrip projectors and cassette players*
- *1 - Film projector*
- *1 - Filmstrip projector*
- *1 - Screen and pixmobile*
- *5 - Head sets*
- *1 - Storage cabinet*
- *1 - Filing cabinet*
- *3 - Occupation file cabinets*
- *3 - Bulletin boards*
- *1 - Bookcase*
- *1 - View deck*
- *5 - Tables**
- *10 - Chairs**
- *2 - Paperback and pamphlets racks**

**Provided by BOCES funds. Fifty additional chairs were borrowed as needed.*

In addition to the audio-visual materials the Career Resource Center purchased the most current career information series offered by SRA, Delmar Publishers and Vocational Guidance Manuals. It was also decided to purchase guidance booklets not specifically related to careers but to counseling in general. Magazines were subscribed to along with the guidance services of SRA, Chronicle Guidance and the Career Series Employability materials in audio-visual and book form were purchased to help BOCES students on the road to finding, getting, and keeping a job.

The following testing materials were ordered for use in Model 3 and Model 6 programs.

GATB
Kuder Preference Record
Crites Vocational Maturity Inventory
Oseretsky Set - Motor Proficiency
G-F-W Test Kit - Auditory Discrimination
Ishihara's Test for Color Blindness
MTMA - MacQuarie Test for Mechanical Ability

Media

During the spring, as word of the existence of the new Southwest Career Resource Center spread to districts, telephone requests were received by the media specialist for career information, loan of films and other materials, assistance in how to implement use of media in career education programs in home school classrooms, libraries and guidance programs.

Bibliographies of inexpensive and/or very good career materials were distributed to districts such as Wantagh, Long Beach, East Meadow.

Though major elements of the collection were assembled in the fall, some purchasing was continued during the spring. At this point students were brought into the Career Resource Center and asked to participate in previewing materials This proved important since their viewpoint often varied substantially from that of professional staff.

Appendix A lists inventory June 19, 1975.

A very important aspect of activity for the media specialist was work with teachers in the Southwest Area Center. She assisted them in planning programs to integrate career information related to BOCES courses into their curriculum. Heavy emphasis was placed on use of employability materials and expanding student concepts of jobs related to their training.

A valuable use of the Career Resource Center materials was in assisting students who were waiting to see a counselor to locate materials related to the questions they had. The principal also often referred students for career or educational information.

Another important aspect was exchange of materials between two or more Career Resource Centers. During the spring semester the media specialist was able to continually send materials when requested between Southwest and County Center. This was not only an economical move but also provided the availability of a greater variety of resource materials at each center.

SECTION III - SERVICES TO BOCES STUDENTS

During the period February through June 19, 784 BOCES students participated in one or more programs in the Career Resource Center. Included were post-BOCES (Model 5), Employability (Model 7), Career Decision Making (Model 3), and a new model for Personal Adjustment (Model 8).

Model 5 (Post-BOCES Planning)

At the beginning of the project heavy emphasis was placed on reaching all of the 245 seniors for post-BOCES counseling. Students were offered the opportunity to sign up for one or more sessions on four topics. The number attending for each topic appears below:

Military Careers	(200)
Apprenticeship	(83)
Employability	(245)
College	(10)

Typical speakers were Mr. Mattola, New York State Bureau of Apprenticeship, and representatives of the armed forces. Appendix B contains materials distributed. The small attendance at the college session may reflect two factors: most college planning is done earlier in the year in connection with Expo and college planning is also emphasized in the home schools.

Model 7 (Employability)

An important development in the Career Resource Center was integration of the project staff with total area center guidance and placement services. The placement counselor and the media specialist cooperated closely in improving employability of BOCES students. The seniors were brought to the Career Resource Center in small groups (10-12) for reinforcement of classroom employability sessions and assistance in learning how to complete applications, prepare application letters and/or resumes. A new set of audio-visual materials was used and proved effective in serving as a focus for group discussions and for assisting individual students who were ready for different types of information on job hunting.

The philosophy of helping students learn how to find their own jobs was emphasized and promoted to a greater degree than ever before possible.

Model 2 (Multi-Occupational Exploration)

There was very little activity in this program at this time of year; thus the project had no significant new inputs for this program, except for one pre-BOCES session for one district (described in Section IV). The guidance counselor at the Southwest Area Center does plan to use the resource heavily in the fall for small group sessions.

Model 8 (Personal Adjustment)

This is a new model program initiated at Southwest by Mrs. Rita Rummelsburg. Small groups of students with a poor attendance record met to discuss their common problems. Audio-visual materials were used to initiate discussion and relate school attendance to work values and setting goals. One hundred and sixty six (166) students in 27 groups were seen in sessions lasting 10 to 30 minutes. Thirty-seven students were later seen on an individual basis.

Outcomes:

1. *The group initiated an early-bird coffee pot which students cared for. This stimulated a new peer-group rapport which continued long after the counseling sessions had ended.*

2. *Students experienced changed perceptions of the counselor to "only friend left" - "better than seeing an administrator about my attendance - that is a hassle, this is to help".*

3. *The sessions revealed personal problems that interfered with attendance and school work so that counseling could be started and referrals made for assistance with personal or health problems.*

Conducting these sessions does not require a large Pupil Services Center. However, it was the impetus of the project and the availability of audio-visual materials that prompted the counselor to initiate the experiment.

Career Decision Making (Model 3)

An unexpected development in terms of previous experience at BOCES County Center was the need for change-of-course counseling during the spring term. Referrals for career decision making were made by the Southwest Area Center principal and teachers. When students became aware of the career center resources they referred themselves. A fourth source of activity was a survey of students planning to continue for the second year. This is routinely done at all BOCES area centers in the spring. However, here it was followed up by career counseling if the student indicated any uncertainty about course choice. Typical situations involved students such as the following:

(a) *Students who had been in building services during their 9th or 10th year who needed to decide whether to continue in a closely related course such as carpentry or trade electricity for their 11th or 12th year or whether to change to something completely different.*

(b) *Health services was another course where very large numbers of studets required assistance in career choice which often involved a complete change of field.*

(c) *A few multi-occupations students requested this assistance (on an individual basis).*

(d) *Students who were completing two years of auto mechanics, auto body, carpentry and other courses requested assistance in choosing something else within the cluster (such as diesel*

(d) contd.

mechanics or automatic transmission). In some cases even these students, as a result of intensive self and career exploration in the Career Resource Center, made substantial changes of career field for their junior and/or senior year.

Forty-two students came in for such counseling on an individual or small group basis. The guidance counselor and media specialist worked together in serving their needs.

SECTION IV - SERVICE TO HOME SCHOOL DISTRICTS

Direct services were provided to 629 students from ten districts and two parochial schools, Brandeis School in Lawrence and St. Agnes in Rockville Centre. In addition, several meetings were held with staff of two districts and groundwork was laid for future cooperation in pre-BOCES counseling of students which should bear fruit in fall, 1975.

Though services were offered to any student the counselors wished to bring, a review of activity showed that major use of the facility was made by guidance counselors and teachers who served handicapped or special needs students. This was in line with project guidelines. It appeared also to reflect the reality factor that it was only these teachers and guidance counselors who could find or make the time to come over to visit the center, plan a program, and then take students from their other in-school activities to spend one or more half-days in the Career Resource Center. In two instances programs planned for non-special needs students from Massapequa and Plainview were cancelled at the last moment because student groups could not be released from regular classes because of "exams", and/or exam review.

Several other districts expressed interest in bringing their students for a Career Resource Center experience, but some counselors from the Southeast districts expressed concern that their counselees should not be exposed to a hard-sell via tours of the building which would create internal problems for the guidance staff at the home school.

Model (6G) described on page 11.

Staff worked on this package and discussed it with five districts where there were trained counselors who could make referrals. In addition they met with a career counselor for Suffolk BOCES III, Dix Hills, and learned a useful way to do GATB interpretations with students. The method involves developing an interpretation sheet which provides the student with information about the GATB results in a form appropriate at the early high school level. Project staff decided that since recent U.S. Supreme Court decisions have clarified the relationship of students and parents with respect to testing and other information, the development of such an interpretation sheet would not only be useful, but is imperative.

Furthermore, the staff believes the GATB OAP's might be better understood by students if they were integrated with a tool Nassau BOCES in its Career Resource Centers is firmly committed to, namely, the fifteen USOE identified career clusters. It is estimated that four weeks of professional staff time would be required to develop and test such an instrument.

The feasibility of 6G is yet to be tested. Probably the optimum timing for 6G would be in the period December - March when home schools are doing scheduling of students for the coming year.

Model (6B) and (6A) described on page 11

Experimentation was done with both Model 6b and 6a. Model 6b was used successfully with 26 students from Rockville Centre (potential multi-occupations course enrollees). They were given a half day orientation session to reinforce their decision. As a result of these sessions, students reoriented their thinking in relation to career choice and planning for their home school and BOCES program for the coming year. Model 6a was used with a selected group of 10th graders from Long Beach Senior High. All of this group subsequently enrolled in BOCES courses. A teacher from Island Trees Senior High brought 12 home economics senior students to explore information on career clusters and career ladders. A counselor and a teacher from Baldwin brought six special needs students for a career awareness session. They learned the career education cluster concept and followed through with individual use of the audio-visual and print materials.

In addition, a very important feature of the Career Resource Center services was in support of the Outreach Program which served 550 students from 8 districts, Baldwin, Freeport, Hewlett/Woodmere, Lawrence, Long Beach, Malverne, Rockville Centre and West Hempstead. A special career awareness unit was developed featuring filmstrips and films related to the clusters in which students had expressed particular interest at the time their "Outreach" visit was planned. This was followed by hands-on experience in related classes. Some of the materials used in the Model 6 programs are included in Appendix C.

Summary

Though it was not possible in the limited time span of the project to successfully plan and implement all types of programs with a large number of districts, the project activity did demonstrate the feasibility of home school-BOCES cooperation in expanding career awareness of secondary students, particularly those with special needs or handicaps whose home school schedule permitted them to travel to this central resource.

CAREER RESOURCE CENTER

Model 6 - Tentative Packages

(B)

Pre-BOCES Orientation Grades 9-12

Behavioral Objective: To reinforce the discussion to become a BOCES student by exposure to techniques in the areas of self-awareness, career awareness and decision making. One - half day - 2-1/2 hours.

1. Career awareness - filmstrip on the course student will be enrolled in and/or curriculum department prepared filmstrip.
2. Self-awareness - testing for motor proficiency, color blindness, auditory perception, etc. Student will learn about some of the physical demands associated with the career of his/her choice.
3. Career awareness - tour of facilities with emphasis on course student is enrolled in. Job exploration field guide. Possible viewing of filmstrip related to course choice. Why Not? filmstrip.
4. Decision making - After BOCES - What? Apprenticeship programs; military opportunities; job placement and post-secondary opportunities at colleges and trade schools.
How BOCES graduates fared in the Labor Market.

(A)

CRC Program for the student who has made no commitment to the choice of a career. Grades 9-12, 1-3 days.

Behavioral Objective: To introduce the undecided student to the basic factors to be considered in career choice.

1. Overview - Choosing your career - 45 minute filmstrip with discussion.
2. Self-awareness - Testing for motor proficiency, color blindness, auditory perception, etc., and personality checklist.
3. Career Awareness - Filmstrip on clusters.
4. Decision Making - View deck - elimination of some jobs - transferability of skills.

Second Session

1. Self-awareness - Things to do - leading to explanation of O.O.H.
2. Career awareness - read occupational literature, view deck and individual filmstrips.
3. Self-awareness - values clarification.
4. Decision making - NASA exercise

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If group plans t
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(GATB).

CAREER RESOURCE CENTER

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1. Self-awareness - Things to do - leading to explanation of O.O.H.
2. Career awareness - read occupational literature, view deck and individual filmstrips.
3. Self-awareness - values clarification.
4. Decision making - NASA exercise

(G)

Following A but culminating in the GATB - its administration and interpretation 2 days.

Behavioral Objective: To discover those aptitudes and/or strengths the student brings to the world of work. 4th day, 3 - 3 1/2 hours.

Administration of GATB

5th Day, approximately one week later GATB interpretation.

* * * * * * * * * * * * * * *

(A) Contd.

Third Session

1. Self-awareness - CMI
2. Self-awareness - interest inventory Kuder or Holland.
3. Decision making - co-counseling with attending counselor. Selection of training - college 2 or 4 year; remain at home school; BOCES; adult evening school, trade, technica school; armed services.

If group plans to return for 4th and 5th sessions, preparation for testing (GATB).

SECTION V - EVALUATION

General

The statistics on page 13 report total project activity with staff and students, and show that this project did successfully meet the overall objective of integrating the Career Resource Center concept into every day pupil services operations at the Southwest Area Center.

Objective 1

Orientation to BOCES (Model 6), Post-BOCES career guidance (Model 5), and placement counseling (Model 7) was provided to large and small groups of BOCES students during the five months of project activity. Because of the short term of the project and the season of the year when it operated, it was not possible to progress significantly in converting the regular program of career counseling (Model 3)from an individual to a group approach, nor was there much activity in multi-occupations counseling (Model 2). Nevertheless, viewed as a whole, performance in relation to Objective 1 was excellent.

Objective 2

Though home school districts served by both the Southwest and Southeast Area centers were informed about the new facility only ten chose to use it during this period. Both the guidance counselor and the project officer who had participated in the VEA project Career Counseling In-service Courseand GATB Practicum (74-6-752) made special efforts to contact the six participants whose districts had not yet purchased GATB equipment to encourage their use of the new facility, including administration of the GATB, but during the spring no program of this type could be successfully implemented. Major use of the facility was by teachers and counselors of the handicapped. It must be concluded that project performance in relation to objective 2 was minimal in terms of the potential need anticipated for a Career Resource Center serving 23 districts.

Objective 3

The Career Resource Center provided service to 784 BOCES students. Included were disadvantaged and handicapped students. In addition the use of the Career Resource Center made by home schools was almost exclusively for students with handicaps or special needs. A new model program (#8 Personal Adjustment) was created to provide small group counseling for BOCES students with poor attendance. Since this pattern is often a pre-dropout signal the effective implementation of this program with 177 students can be considered successful accomplishment of the objective of working with potential dropouts. Project objective 3 was accomplished.

TABLE I

SERVICES TO STUDENTS AND STAFF
FEB. - JUNE, 1975

	Feb.	Mar.	Apr.	May.	June	Total
STUDENTS WITHIN BOCES	71	165	91	426	31	784
STUDENTS FROM DISTRICTS REFERRED THROUGH OUTREACH	86	140	199	125		550
OTHER GROUPS	0	19	21	17	22	79
TOTAL SERVICES TO STUDENTS	157	324	311	568	53	1413
STAFF OF HOME SCHOOLS AND OTHER VISITORS	2	30	15	18	4	69

Conclusions

1. *Developing a large open space equipped with audio-visual and print materials on careers provides an effective nucleus for pupil service activities in a BOCES area center. Though the "center" features career information the program scope extends beyond the area of career counseling and thus, the center should be viewed as a Pupil Services Center.*

2. *In the five months this project was active, the most extensive student and staff activity was with and for present BOCES students. Interest of home schools in using the Career Resource Center was limited. Though guidance representatives of 17 districts were informed of the availability of the Career Resource Center for use by any of their students or staff in any way they saw useful in relation to career awareness, career guidance or career education activities only 10 districts elected to use the center. Most activity was by guidance counselors or teachers who work with special education or special needs students. This indicated to staff involved in this project, that home school guidance staff involved with meeting the needs of special students are desperate for the kinds of services provided by a Career Resource Center. The attitude among these people seems to be, "We have done all we can for these students now we want your help in making them employable." On the other hand, home school staff responsible for the general school population have not yet seen the need to reach out to use even a free facility to involve themselves or their counselees in career guidance and counseling. Even those willing to initiate movement in this area appear unable to counteract the rigidity of their school situation.*

3. *The audio-visual hardware and software and the equipment purchased for this project should be considered the minimal requirements to serve a Pupil Services Center servicing 1000 students. The project monies did not provide for chairs, small tables and other display apparatus. A minimal number of items were provided from Southwest Area Center funds but these were not sufficient to regularly provide work and seating space for classroom or larger size groups. Each time a program occurred, staff time was wasted trying to scrounge up enough seats. Classes were disrupted continually by the Career Resource Center staff having to constantly remove classroom chairs at a moment's notice.*

4. *The availability of a trained library media specialist is a necessity when planning and ordering audio-visual software and hardware. In order to provide quality and current information for students and to properly integrate the total BOCES program serving 6,000 students a professional person should be employed. Such a person should be able to effect economies through coordination of materials between centers.*

5. *Change of course counseling is needed throughout the year by a larger number of BOCES students than previously estimated.*

Recommendations

1. *Establish central pupil services facilities in which guidance and placement staff can work with groups of students for orientation, career, personal, and placement counseling at all Nassau BOCES area centers.*

2. *Though this project's results indicate that primary use of BOCES pupil services facility may be by BOCES staff for BOCES enrolled students and/or prospective students, the facility should also be made available to staff of home school districts who are interested. A positive program to involve home schools in using the new Pupil Services Centers should be initiated during 1975-76. Such a program should be based on live demonstration of materials and techniques for home school guidance staff.*

3. *For a BOCES operating four or five Pupil Services Centers, one media specialist is needed to order and coordinate materials. An up-to-date bibliography of current holdings of all Pupil Personnel Services Center materials should be prepared. This will be essential for BOCES staff who are planning programs and also be useful in initiating programs with the districts.*

4. *In planning pupil services activities analysis should be made of the courses which attract undecided students (such as building services) and provision should be made to implement model 3 career counseling programs with small groups from such classes throughout the year.*

5. *The strong interest of home schools in using this facility for handicapped and special needs students should be considered when decisions are made on disposition of Singer Evaluation equipment (VEA-74-8e-867). (Also see Conclusions and Recommendations in that final report).*

AFTERWORD

After three months of operation, it became apparent to all involved that the Career Resource Center concept is not only feasible but is also highly effective in promoting better pupil services to more students. In May, 1975 Mr. Francis J. Russo, the Supervisor of Occupational Education responsible for pupil services, began a program to extend the concept to four of the five Nassau BOCES area centers during the 1975-76 school year.